

**PRAGMATIC STUDY OF HUMOR DISCOURSE AT
SATURDAY NIGHT LIVE SHOW**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By

DWI ANGGARA PUTRA HRP
NPM. 1402050230



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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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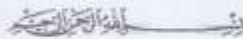


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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 19 Oktober 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Dwi Anggara Putra Harahap
NPM : 1402050230
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Pragmatic Study of Humor Discourse at Saturday Night Live Show

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S-Pd).

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() Lulus Bersyarat
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() Tidak Lulus

PANITIA PELAKSANA

Ketua

Sekretaris

Dr. H. Effrianto Nasution, S.Pd., M.Pd.

Dra. Hj. Svamsuurnita, M.Pd.

ANGGOTA PENGUJI

1. Dr. T. Winona Emelia, M.Hum
2. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
3. Pirman Ginting, S.Pd, M.Hum

3. _____

2. _____

1. _____



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

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Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Dwi Anggara Putra Hrp
 N.P.M : 1402050230
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Pragmatic Study of Humor Discourse at Saturday Night Live Show

sudah layak disidangkan.

Medan, Oktober 2018

Disetujui oleh:

Pembimbing

Pirman Ginting, S.Pd., M.Hum.

Diketahui oleh:

Wakil Dekan I

Ketua Program Studi


Dra. Hj. Syamsuyurnita, M.Pd


Mandra Saragih, S.Pd., M.Hum.

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Nama Lengkap : Dwi Anggara Putra Hrp
 N.P.M : 1402050230
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Pragmatic Study of Humor Discourse at Saturday Night Live Show

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Dwi Anggara Putra Hrp

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Dwi Anggara Putra Hrp “Pragmatic Study of Humor Discourse at Saturday Night Live Show”. Skripsi, English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2018.

This study focuses on the violations of the maxim that occurred on the Saturday Night Live comedy program. The purpose of this research is (1) to describe the types of violations found in the Saturday Night Live Show, (2) to explain the violations of maxim realized and (3) the reason why using maxim violations can produce a funny and laughing thing .Data was taken from the Saturday Night Live comedy program. The study was conducted using qualitative analysis. The findings show that there were four types of violations of the maxim carried out by the cast on Saturday Night Live Show. They are maxim of quality, maxim of quantity, maxim of manner, maxim of relation. violations of maxim violations realized in this study are indicated by the situation of a saying that is not true and making it up and not in accordance with the facts, words that are not in accordance with the information limit that needs to be conveyed and excessive, the words whose meaning is unclear and ambiguous, the discrepancy between speaker and listener. while the reason for violating maxim is based on how linguistic pragmatic analysis describes humor by applying the humorous singularity theory to show ways or mechanisms that lead to a maxim offense that can lead to the creation of a humor. investigating the ways in which maxims are violated to create humor, and showing how improper language usage sometimes creates an unintentional humor.

Keywords: Pragmatic, Humor Discourse, Maxim.

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Thesis is a part of the final assignment that determines the graduation of a student in a university in completing his studies. In connection with this the writer who is a teacher of the Teaching and Education Faculty of North Sumatra Muhammadiyah University in the English Education study program has successfully compiled a thesis entitled *Pragmatic Study of Humor Discourse at Saturday night Live*.

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Dwi Anggara Putra Hrp
NPM. 1402050230

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Humor is a funny thing that can be ridiculous to the listener or to see it, and also the attitude that tends to be done to arouse joy and trigger laughter. Humor is something that is important in life. Every side of human life, though difficult and complicated, but actually there is inserted witty things that can make life more relaxed and fun.

This indicates that humor is an important thing in human life and also very popular people. So it is not surprising that many television shows that show humor genre event. This illustrates that humor plays an important role in human life, besides that we can see with the number of commercial ads that contain elements of humor to attract viewers. In addition, humor also has many benefits such as making communication not tense and relationships will become more harmonious. Besides, in terms of psychological humor is also useful that causes people to laugh and will make life happier. So from that with a laugh then the human heart will be healthier because the blood flow to the heart smoothly.

Linguistically speaking, the concept of humor, which seems to have specialized dimensions that produce the play of words, irony, sarcasm, and contrastive speech in relation to the speakers. it is about how linguistic elements dominate the situation in the delivery of humor. the researcher intends to show how linguistic pragmatic analysis describes humor by applying the humorous

singularity theory to show ways or mechanisms that lead to a maximal offense that can lead to the creation of a humor. Investigating the ways in which maxims are violated to create humor, and showing how improper language usage sometimes creates an unintentional humor is the researcher's goal in this proposal.

Comedy shows have become one of the popular TV programs that can entertain many people. Comedy shows are television programs or radio programming where one person or group of people with the main content of a semi-scripted or scripted sketch comedy is colored by the spontaneity of comedians. In America there is a comedy shows program *Saturday night live show*. *Saturday Night Live (SNL)* is a late-night US entertainment show that appears once a week and lasts 90 minutes. The show was made in New York City and aired by NBC on Saturday night, 11 October 1975. The relationship between this research and *Saturday Night Live (SNL)* television program is about the humor in this program, according to the researchers in this program there is a maxim offense for the creation of a humor.

From the description of the above background it is very interesting for researchers in viewing the maxim offense in a humor that the author packs in a thesis proposal entitled *Pragmatic Study of Humor Discourse at Saturday night Live*

B. The Identification of the Problem

The problem of this research identified as follow:

1. Most people do not realize that they violate the maxims when speaking.
2. Many people do not realize in humor contains maxim violations.
3. There are a lot of maxim subscribers in *saturday night live*.

C. The Scope and Limitation

This scope in this study focused on Pragmatic. The study limited at the Maxim in *saturday night live*. They are maxim of quality, maxim of quantity, maxim of manner, and maxim of relation.

D. The Formulation of the Problem

The problems were formulated were as the following:

1. What are kinds of maxim violation in *Saturday Night Live*?
2. How are the maxim violation realized in *Saturday Night Live*?
3. Why can there be humor from a violation of the maxim?

E. The Objectives of the Study

The objectives of the study were as the following:

1. To describe the types of maxim violation in *Saturday Night Live*.
2. To describe how the maxim violation are realized in the *Saturday Night Live*.

F. The Significance of Study

The significance of study were as the following:

1. Theoretically

This study was expected to contribute in developing pragmatic study, particularly in increasing and exploring the study about maxim.

2. Practically

a. For the students

This research could be useful to increase their understanding about the types of maxim.

b. For the readers

Can get more information about maxim and it is types especially that used on *Saturday Night Live*.

c. For the other researcher

This study could be to do further on the same subject in the future.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical of Framework

In supporting the idea of analysis, the researcher collect some books and some journals as the references that relevant to the topic. The researcher analyzed of of maxim violation in *saturday night live*.

1. Pragmatic

In many ways, pragmatics is the study of “invisible” meaning, or how we recognize what is meant even when it isn’t actually said or written. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when they try to communicate.

The investigation of those assumptions and expectations provides us with some insights into how more is always being communicated than is said. Driving by a parking garage, you may see a large sign like the one in the picture. You read the sign, knowing what each of the words means and what the sign as a whole means. However, you don’t normally think that the sign is advertising a place where you can park your “heated attendant.” (You take an attendant, you heat him/her up, and this is where you can park him/her.) Alternatively, the sign may indicate a place where parking will be carried out by attendants who have been heated. The words in the sign may allow these interpretations, but we would normally understand that we can park a car in this place, that it’s a heated area, and that there will be an attendant to look after the car. So, how do we decide that

the sign means this when the sign doesn't even have the word car on it? We must use the meanings of the words, the context in which they occur, and some pre-existing knowledge of what would be a likely message as we work toward a reasonable interpretation of what the producer of the sign intended it to convey.

Our interpretation of the "meaning" of the sign is not based solely on the words, but on what we think the writer intended to communicate. In the other picture, assuming things are normal and this store has not gone into the business of selling young children, we can recognize an advertisement for a sale of clothes for those babies and toddlers. The word clothes doesn't appear in the message, but we can bring that idea to our interpretation of the message as we work out what the advertiser intended us to understand. We are actively involved in creating an interpretation of what we read and hear. If the word bank is used in a sentence together with words like steep or overgrown, we have no problem deciding which type of bank is meant. Or, if we hear someone say that she has to get to the bank to withdraw some cash, we know from this linguistic context which type of bank is intended. More generally, we know how to interpret words on the basis of physical context. If we see the word BANK on the wall of a building in a city, the physical location will influence our interpretation.

While this may seem rather obvious, we should keep in mind that it is not the actual physical situation "out there" that constitutes "the context" for interpreting words or sentences. The relevant context is our mental representation of those aspects of what is physically out there that we use in arriving at an interpretation. Our understanding of much of what we read and hear is tied to this

processing of aspects of the physical context, particularly the time and place, in which we encounter linguistic expressions (George Yule, 2010:128-130).

Pragmatic theory that discusses conversation analysis. Pragmatic is concerned with the use of these tools in meaningful communication (Griffiths 2006: 1) According to Anita Fetzer 2008 (in Bublitz 2011: 23) Pragmatics is fundamentally concerned with communicative action and its felicity in context, investigating action with respect to the questions of what action is, what may count as action, what action is composed of, what conditions need to be satisfied for action to be felicitous, and how action is related to context.

2. Humor

Humor is everywhere. It insinuates itself into every aspect of our lives and sticks its big nose (Kilroy was here/ Kill-the-Roi, the king/father killer was here) in where we don't want it. It is delicious and yet, at the same time, often painful.

We find humor in our conversations, in the movies, on the television screen, in books, in newspapers, in magazines, in comic strips and comic books, on the radio, in the graffiti on our bathroom walls. There is no escaping humor and there is no subject, whether it be sex, marriage, politics, religion, education, work, sports you name it-that has not been ridiculed, joked about, and used or abused one way or another, as grist for someone's comic militancy.

Our rear ends are the butts of a thousand jokes, as are our other parts, private and not-so-private. Indeed, our most intimate relationships, our most personal problems and our most sacred beliefs provoke humor and have done so

for thousands of years. All of us can probably recall incidents in our lives that were funny and which made us feel good. And that seems to be one of the most important aspects of humor-it gives us pleasure, even if it does so often in rather complicated ways. We even seem to derive pleasure figuring out how humor gives us pleasure (Arthur Asa Berger, 2017:1-2).

3. Discourse Analysis

The word “discourse” is usually defined as “language beyond the sentence” and so the analysis of discourse is typically concerned with the study of language in texts and conversation.

In many of the preceding chapters, when we were concentrating on linguistic description, we were concerned with the accurate representation of the forms and structures. However, as language-users, we are capable of more than simply recognizing correct versus incorrect forms and structures. We can cope with fragments in newspaper headlines such as Trains collide, two die, and know that what happened in the first part was the cause of what happened in the second part. We can also make sense of notices like No shoes, no service, on shop windows in summer, understanding that a conditional relation exists between the two parts (“If you are wearing no shoes, you will receive no service”). We have the ability to create complex discourse interpretations of fragmentary linguistic messages (George Yule, 2010:142).

Discourse belongs to a category of terms that are recurrently employed in all sorts of context. It may be used interchangeably with text to denote longer

chunks of written or spoken language. Additionally, It may refer to the semantic representation of some connected sentences, or it could refer to various communication on a specific issue, e. g. human rights discourse (Fetzer, 2014: 35). Thus, discourse analysis is possible to be interpreted in a number of diverse ways and can accordingly be conducted in different fashions. It is an interdisciplinary field of inquiry (Barron and Schneider, 2014: 1) Driven by the desire to differentiate sentences from propositions, and propositions from utterances, a group of theorists have endeavored to go beyond the sentence boundary and to become concerned with the meaning of discourse around the beginning of the seventies. Their basic assumption is centred on the fact that besides the well-known linguistic units pertaining to the diverse levels characterizing a language, one is capable of postulating a another unit of analysis which goes well beyond the boundary of the sentence (Puig, 2003: 2). Previously, Brown and Yule (1983:1), assert that analyzing discourse means analyzing language in action. Consequently, it is unlikely to be confined to the clarification of linguistic formulas excluding the goals and tasks that those formulas are proposed to accomplish in human issues. Hence, a discourse analyst devotes himself/herself to conducting an investigation of what language is utilized for (Fareed Hameed Al-Hindawi & Mariam D. Saffah, Vol.8, No.19, 2017).

4. Comedy Show

Comedy program is a television or radio program where a person or group of people with main content from semi-scripted comedy sketches or scripts is colored by comedian spontaneity. Comedy show is an entertaining television program. Television comedy has a presence from the early days of broadcasting. Among the earliest BBC television programs of the 1930s is *Starlight*, which offers a series of guests from the era of the music hall, which often involves singers and comedians. Likewise, many early American television programs were variety shows including the *Texaco Star Theater* which featured Milton Berle; The action comedy that is often taken from Vaudeville is the staple of events like that. The range of television comedy is so extensive that everything under the title comedy can be placed in front of the audience through television media. However, it is true to say that certain genres of comedy transfer to small screens are more successful than others.

The comedy program genre includes a number of different formats, but all comedy shows have certain characteristics. Genres such as: (a) Sketch comedy, (b) Stand-up comedy, (c) Improvisational comedy, (d) Gameshow comedy, (e) News comedy, (f) Animated cartoon, (g) Sitcom ([https : //en.wikipedia.org/wiki/Television_comedy](https://en.wikipedia.org/wiki/Television_comedy). Accessed on August 3, 2018).

a. Sketch Comedy

Sketch comedy comprises a series of short comedy scenes or vignettes, called *sketches*, commonly between one and ten minutes long. Such sketches are

performed by a group of comic actors or comedians, either on stage or through an audio or visual medium such as radio and television.

Often sketches are first improvised by the actors and written down based on the outcome of these improv sessions; however, such improvisation is not necessarily involved in sketch comedy. An individual comedy sketch is a brief scene or vignette of the type formerly used in vaudeville, and now used widely in comedy and variety shows, talk shows and some children's television series (such as Sesame Street). Warner Bros. Animation made two sketch comedy shows, including Mad and Right Now Kapow.

Programs differ from sitcoms in that they do not basically feature recurring characters (though some characters and scenarios may be repeated) and often draw upon current events and emphasize satire over character development. Sketch comedy was pioneered by Sid Caesar, whose *Your Show of Shows* debuted in 1950 and established many conventions of the genre. American sketch comedy reached a later peak in the mid-1970s with the debut of *Saturday Night Live*, originally a variety program but soon devoted mostly to sketches. In the UK, two of the more successful examples are Monty Python's *Flying Circus* and *Little Britain*.

b. Stand-Up Comedy

Stand-up comedy is a comic style in which a comedian performs in front of a live audience, usually speaking directly to them. The performer is commonly known as a comic, stand-up comic, comedian, stand-up comedian, or simply a

stand-up. In stand-up comedy, the comedian recites a grouping of humorous stories, jokes and one-liners typically called a monologue, explains pictures in funny way, routine or do act by using his imagination.

Some stand-up comedians use props, music or magic tricks to "enhance" their acts. Stand-up comedy is often performed in corporate events, comedy clubs, bars and pubs, nightclubs, neo-burlesques, colleges and theatres. Outside live performance, stand-up is often distributed commercially via television, DVD, CD and the internet.

c. Improvisational Comedy

Improvisational comedy is in which most or all of what is performed is unplanned or unscripted: created spontaneously by the performers. In its purest form, the dialogue, action, story, and characters are created collaboratively by the players as the improvisation unfolds in present time, without use of an already prepared, written script.

Improvisational theatre exists in performance as a range of styles of improvisational comedy as well as some non-comedic theatrical performances. It is sometimes used in film and television, both to develop characters and scripts and occasionally as part of the final product. Improvisational techniques are often used extensively in drama programs to train actors for stage, film, and television and can be an important part of the rehearsal process. However, the skills and processes of improvisation are also used outside the context of performing arts - Applied Improvisation. It is used in classrooms as an educational tool and in

businesses as a way to develop communication skills, creative problem solving, and supportive team-work abilities that are used by improvisational, ensemble players. It is sometimes used in psychotherapy as a tool to gain insight into a person's thoughts, feelings, and relationships.

d. Gameshow Comedy

There are many UK comedies in which the format is that of a gameshow, and may give the guests a chance to perform stand up comedy to win a round. Examples of this genre include Have I Got News For You, 8 Out of 10 Cats, Mock the Week, and Never Mind the Buzzcocks. In the USA this is a less common genre, Oblivious being one of the few examples.

In Japan and South Korea, these comedy gameshows, often with subtitles and word bubbles, are extremely popular.

e. News Comedy

News comedy often involving news parody and satirical editorials has been a component of programs such as Saturday Night Live (weekend update) and This hour has 22 minutes, however it became a genre in its own right with Jon Stewart and the Daily Show.

f. Animated Cartoon

Animated cartoons have long been a source of comedy on television. Early children's programming often recycled theatrical cartoons; later, low-budget animation produced especially for television dominated Saturday-morning network programming in the US. A few prime-time animated comedies, notably *The Flintstones*, *The Jetsons*, *Top Cat*, successfully mixed attributes of traditional cartoons and sitcoms.

g. Sitcom

Sitcom, short for "situation comedy", is a genre of comedy centered on a fixed set of characters who carry over from episode to episode. Sitcoms can be contrasted with sketch comedy, where a troupe may use new characters in each sketch, and stand-up comedy, where a comedian tells jokes and stories to an audience. Sitcoms originated in radio, but today are found mostly on television as one of its dominant narrative forms. This form can also include mockumentaries.

5. Saturday Night Live

Saturday Night Live (SNL) is a late-night US entertainment show that appears once a week and lasts 90 minutes. The show was made in New York City and aired by NBC television on Saturday night since October 11, 1975. In Canada the show is broadcast by Global Television Network. SNL is broadcast live in the United States with Atlantic, Eastern and Central time zones, and two or three hour delays for broadcast in areas with Mountain and Pacific time zones.

This event is one of the longest broadcast television programs in the history of American television. Every week, the SNL stars are the arrival of the guest host and the presence of a music segment from a particular singer or band. NBC's Saturday Night (1975-1977) Saturday Night Live '80 (1980), Initiator Lorne Michaels, Don Roy King Director (2006-present), Don Pardo's Narrator (1975-1981, 1982-present), Executive Producer, Lorne Michaels (1975-1980, 1985-present), Home of NBC Broadway Video (1981-present) production (1975-1982) SNL Studios (1999-present).

6. Cooperative Principle

In pragmatics, the major aim of communication is considered the exchange of information. People usually cooperate to convey their intentions and implicit import of their utterances. Therefore, all things being equal conversations are cooperative attempts based on a common ground and pursuing a shared purpose.

Grice's work on the Cooperative Principle led to the development of "pragmatics" as a separate discipline within linguistics. However, the interpretation of the CP is sometimes problematic because Grice's technical term "cooperation" is often confused with the general meaning of the word cooperation. It should be stressed here that what is centrally important to Grice is the concept of rationality and it is for this reason he discusses cooperation. Most linguists, on the other hand, are interested in the operation of the CP in language use and (flouts, violations, infringing, and opting out) and only a few of them introduce the concept of rationality in relation to the CP into their discussion.

Think of the following scene. there was a woman sitting in my garden and a big dog was lying face down in front of the bench. Then a man came and sat in the chair.

Man: Does your dog bite?

Woman: NO. (The man reaches down to caress the dog. And the dog bites his hand).

Man: Ouh. Hey, You say that your dog isn't fierce.

Woman: It's not. That is not my dog.

One of the problems in this scene is related to communication. Clearly it seems that the problem is caused by the assumption that men receive more information than they say. This problem is not a problem related to presupposition because the assumption in your dog (ie, the woman has a dog) is true for both speakers. The problem is the man's assumption that the question *whether your dog is biting or fierce* and the woman's answer is not and both refer to the dog in front of them. From the man's point of view, the woman's answer provided less information than expected information. In other words, the woman may be expected to provide information stated in the last line. Of course if he had mentioned this information first, the story would not be so funny. In order for the incident to be funny, the woman must provide information that is less than expected information.

The concept of the existence of a number of information that is expected to exist in a conversation is only one aspect of the more general idea that people involved in a conversation will work together with each other. *Of course women*

may actually show that they don't want to take part in the interaction of cooperation with strangers. on many occasions, the assumption of cooperation is so pervasive that the assumption of cooperation can be expressed as a principle of conversation cooperation and can be broken down into four sub-principles called maxim (George Yule, 2006:62-63).

Grice considers his maxims as examples of principles, not rules. Grice first introduces the Cooperative Principle and explained conversational implicature in his article, "Logic and Conversation" (1975). He argued the generation and perception of these implicatures was based on the following principle: "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975: p. 48). Put more simply, the Cooperative Principle attempts to make explicit certain rational principles observed by people when they converse. Grice claims that human beings communicate with each other in a logical and rational way, and cooperation is embedded into people's conversations. Furthermore he argues, this habit will never be lost, because it has been learned during their childhood. Here, the point is that audience listener understands the implication of a speaker's remarks by drawing on an assumption of cooperativeness, contextual information and background knowledge.

In order to explain the processes underlying implication, Grice (1975) developed the following maxims: (a) Quality, (b) Quantity, (c) Relation, (d) manner. These maxims do not prescribe how one should talk, but explain the listeners assumptions regarding the way speakers do talk. Bach (2005) believes

that Grice introduced these maxims as instructions for successful communication. He thinks that they are better understood as presumptions about utterances, presumptions that listeners count on and speakers use. Davies (2008) says that when the surface meaning of an utterance does not follow the Gricean maxims (but the circumstances show that the speaker is complying with the Cooperative Principle) we should go beyond the surface to find the implied meaning of the utterance.

Leech argument will be in favour of the study of pragmatics by means of Conversational Principle of the kind illustrated by H. P. Grice's Cooperative Principle (1975:45-6). Under this principle, four categories of maxims are distinguished: The Cooperative Principle *abbreviated to CP*

Quantity: Give the right amount of information: ie

- I. Make your contribution as informative as is required.
2. Do not make your contribution more informative than is required.

Quality: Try to make your contribution one that is true: ie

- I. Do not say what you believe to be false.
2. Do not say that for which you lack adequate evidence.

Relation: Be relevant.

Manner: Be perspicuous; ie

- I. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief (avoid unnecessary prolixity).
4. Be orderly.

The kind of constraint on linguistic behaviour exemplified by Grice's CP differs from the kind of rule normally formulated in linguistics, or for that matter, in logic, in a number of ways (see below, 2.2). (I shall not, for the present, distinguish between 'principles' and 'maxims', since the latter are simply, according to Grice's usage, a special manifestation of the former).

(a) Principles/maxims apply variably to different contexts of language use.

(b) Principles/maxims apply in variable degrees, rather than in an all-or-nothing way.

(c) Principles/maxims can conflict with one another.

(d) Principles/maxims can be contravened without abnegation of the kind of activity which they control (Geoffrey Leech, 2014:7-8).

Grice points out examples of implicatures or three categories of cases in which a maxim is flouted, clashed or violated. In the first case, the speaker cannot accomplish the maxim due to certain effect. In a clash of maxims, the speaker is not able to complete the maxim in order to respect the listeners, and in the last case, there is hidden non-cooperation and the speaker can be misled (Grice, 1989: p. 30). In all of these cases, Grice believes that the audience assumes the speaker is cooperating, following and respecting the maxims. Some authors have questioned Grice's conversational maxims. For example, Horn (1984) identified only three maxims, and Sperber and Wilson (1986) ignored the structure of maxims and focused on the notion of relevance.

7. Conceptual Framework

The principle of cooperation is needed in communicating. Grice argues that a reasonable discourse can occur if between speakers and speakers obey the principle of communication cooperation. The principle of cooperation consists of four maxims, namely maxim of quality, quantity, manner and relational (Grice, 1975: 45-47) . Humor or something humorous because in the text of humor there is ambiguity, according to Ullman in Rahmanadia (2010) ambiguity of meaning is grouped into three namely ambiguity phonetic, lexical and grammatical. Phonetic ambiguity occurs because of diffuse or unclear structures phonetics of a word or phrase, for example the word "help" can be interpreted as a double meaning "help" and "ban" Sir". Grammatical ambiguity is the ambiguity caused by grammatical or structural factors a word, phrase or sentence, for example the sentence "o'clock" if given a supplementary note then it will be "Batter" which has a double meaning of the person who hit or the tool to hit. Lexical ambiguity is ambiguity at the level of the lexeme, for example the word "bank" and "bang" though pronunciation is the same but has a different meaning.

Grice in Chaer says that the talk will be good if speakers and partners say obey the principles of cooperation in the conversation. Grice said that learners must obey the four maxims for their communication to work well, first quantity maxim that the speech participant must provide sufficient information, not less and also not exaggerating. The second is the quality maxim that the speech participant must tell the truth. The three relevance maxims, the said participants must contribute relevant to the problem or speech topics. The fourth maxim is the

speech participant must speak directly, unambiguously and not wordy. When this Grice maxim is violated there will usually be misunderstandings and this too often a factor in the emergence of funny or humorous things. as in the following conversation example:

K : At the station there is a machinist named Supardi. He is often picked up with his daughter. I like to see it.
H : likes to see Supardi?
K : no, his daughter

The above statement is a dialogue between K and H, both of them are thugs. K was assigned to maintain the security of the station, but K often teased women in the station. K stated he felt with expressive speech acts that he liked someone at the station with an expressive speech act "I like to see it", but H was wrong in his perception of the referent of the person K liked. The cuteness of the dialogue above was because K did not obey the maxim of manner, because his words had ambiguity of meaning so Herman caught the meaning that Komar liked S, not S's daughter.

This study will retrieve data from Saturday Night Live . Comedy shows are television programs or radio programming genres in which one person (or group of people) with the main content of a semi-scripted comedy sketch or script is colored with comedian spontaneity. comedy show is an entertaining television program. Saturday Night Live (SNL) is a late-night US entertainment show that appears once a week and lasts 90 minutes. The show was made in New York City and aired by NBC television on Saturday night since October 11, 1975.

Researchers will recognize violations of maxim violations using the H.P Grice theory. this research will be focuses on the type of maxim offense by the comedy actors of this show.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research was conducted by using qualitative analysis method. According to Sugiyono (2011: 14) Qualitative research methods are often called naturalistic research methods because the research did on natural conditions. This analysis a tool that used to determine the word, concept, from the Pragmatic Study of Humor Discourse at *Saturday Night live*.

This study aimed to describe the violation of maxim in *Saturday Night live*. This research is intended to facilitate researchers to make a more complex analysis based on the nature of qualitative analysis. use this method, the data to be collected is aimed at describing the type of violation of the maxim on Saturday Night live. explain the realization of the violation by the comedy actor on Saturday Night live.

B. Source of Data

The data took from the video of program *Saturday Night live* episode October 27th 2013 in youtube, accessed on July 31st, 2018, from. <https://www.youtube.com/watch?v=a1xFlkHh3wg&t=16s>. Also from the transcript of the conversation during the show.

C. Technique of Collecting Data

The data were collected through the following steps

1. Browsing and downloading video *Saturday Night live*.
2. Listening the conversation in video *Saturday Night live*.
3. Transcribing the script of conversation.

D. Technique of Analyzing Data

In analyzing the data, the researcher was used theory proposed by H.P. Grice (1975) the procedures of data analyze based on the following steps:

1. Data Reduction

Data was identified and classified from maxim violations. It is used as material to be analyzed.

2. Data Display

Data display means a process to simplify data in sentence, narration, or table form. In displaying the data, the researcher describes the data with a collection tabulation such as a form of violation of maxim.

3. Drawing and Ferifying Conclusion

The final step after performing the data display the researcher was drew conclusions and verification. This used to describe all data, so that it will come clearly.

CHAPTER IV

DATA AND DATA ANALYSIS

A.Data

The data were taken from the conversations of the cast at the comedy show Saturday night live show. From the data analysis obtained, it can be concluded that there were four violations of maxim, such as a violation of maxim of quality maxim of quantity, maxim of maxim of relation in the Saturday Night Live episode on October 27, 2013 on YouTube.

B. Data Analysis

1. The Types Violation of Maxim

There were four types of violation of maxim used in *Saturday Night Live Show*: (1) maxiom of quality, (2) maxim of quatity, (3) maxim of manner, (4) maxim of relation. The way of violations realized in this study is indicated by a violation situation in which the speaker conveying false and fictitious words, a word that is not in accordance with the information limit and also excessive, ambiguous words, and words that do not connect between the speaker and listener. the violations of the maxim in this study were determined from active and passive speakers on the Saturday Night Live Show.

a. Maxim of Quality

Maxim of quality is maxim in which the words spoken by the speaker must be true and not made up and also in accordance with the facts. The actors of the Saturday Night Live Show violated the maxim of quality by saying that the statements made by the cast were not true and also not in accordance with the facts. Then there was a violation of maxim of quality. The maxim of quality violations made by the cast on the Saturday Night Live Show involved six maxim of quality violations were supported from the data:

S: whoa whoa hold up. I can not talk to him? I mean, I am shilling in this dude's sweet van, eating all his candy, and I am supposed to just sit there in total silence? that is classic bad manners man. (1 MQ).

The data above shows that there was a violation of maxim of quality carried out by S. Maxim of quality that has been violated by S because it conveyed words that were made up and that were not in accordance with the facts in the field and also the excessive delivery. O.R said about the danger of strangers and never talking to strangers, but Shalon answered with far-fetched words and blamed Officer Rosen by saying that is classic bad manners man.

OR: guys guys. just please pretend I'm a man who walks up to your friend shalon in a park. and remember it's not safe to talk to strangers okay? so i come up and say, hey little girl you wanna get in my van?

S: you're probably a friend of my dad's lets go. (2 MQ).

From the data above shows that there has been a violation of maxim of quality because the words conveyed by S are not in accordance with the facts by saying that O.R is his father's friend. With the words that violated the S had violated the maxim of quality because it gave things that were not in accordance with the the actual facts Officer Rosen was not his father's friend.

OR: I'm not a friend of your father.

S: oh wait. so are playing my dad? oh what's up dad.

I get you left mom is a mess. (3 MQ).

From the data above shows that S says things that are made up and not in accordance with what actually happened or not according to the facts. Say things that was far-fetched by saying O.R was playing with S's father, and also said that S's father left S's mother because O.R. Words that were made up and untrue that have been said by S certainly violate maxim of quality.

Student 3: and the guy playing the dad sucked. (4 MQ).

The data above shows that the maxim of quality has been violated by the student 3 in words and the guy playing dad sucked. Maxim of quality has been violated by student 3 because he said things that were not in accordance with the facts and made up. Student 3 stated things that were untrue and making it up when OR asked if there was one student who could explain what was wrong with the scenario just done by the OR and S, but the student 3 answered with a statement that was not in accordance with the facts and made it up . This certainly has violated maxim of quality.

S: yeah I guess you could say I'm the vans of acting. (5 MQ).

The data above shows the form of maxim of quality violations committed by S, by saying something that is too far-fetched because it has considered itself as the vans of acting. With these making up words, S has violated maxim of quality.

Student 3: well.. can we go outside and look for me in vans? (6 MQ).

The data above shows the form of violations of maxim of quality carried out by student3. This time student 3 has violated the maxim of quality which has made up-to-date words and asks to look for it in a foreign van to pick up candy in it.

b. Maxim of Quantity

Maxim of quantity is maxim where a word must be in accordance with the information limit that needs to be delivered or provide the right amount of information. The actors of the Saturday Night Live Show violated the maxim of quantity by saying that the statements made by the cast were not in accordance with the information limit that needs to be submitted and also excessive. Then there was a violation of maxim of quantity. The maxim of quantity violations made by the cast on the Saturday Night Live Show involved seven maxim of quantity violations that supported from the data:

Teacher : so be courteous and still. yay for this. I am going to sit in my car and make an adult phone call. (1MQT).

The data above shows that there was a violation of maxim of quantity. Violation begins when teacher wants to calm the class first and then introduces and tells the purpose of O.R's arrival to students. After saying that teacher wanted to leave his class by saying words I would sit in my car and make an adult phone call. Words that when you want to leave the class are what violate the maxim of

quantity with the provision of sharing information that exceeds the information limit, so with that said there is a violation of the maxim of quantity

S: a cop in a windbreaker? that is a look cool man. (2 MQT)

The data above shows that there was a violation of the maxim of quantity carried out by S. The maxim of quantity violations occur when trying to start making derision words to O.R. With what was said and started it seemed enthusiastic and confident. That were when S violates the maxim of quantity, because it delivers excessive words and has exceeded the information limit.

S: Mr. Officer listen. let's back this thing up. there is candy involved huh? now for me i am all about candy, and if all i have to do to get said candy is hang out in a van I am now all about van. (3 MQT).

From the above data it can be seen that there was a violation of maxims carried out by S. Violations are carried out by stating words that exceed the information limit. S has conveyed more than what needs to be conveyed. When O.R said that never go to the van, a stranger and S replied by saying something excessive. By conveying something exaggerated from what should have been delivered S has violated the maxim of quantity.

Student 3: hey you guys. there is a van parked outin the street. if it is there after school. let's all aproach the driver for candy. (4 MQT).

The data above shows that there was a violation of maxim of quantity. Maxim of quantity violation occurs because student 3 tells words that do not need to be conveyed by announcing to his friend when O.R still explains their material about the dangers of foreigners. Confirming that there was a van parked in the school parking lot, and invited his friends to approach when they came home from

school. conveying excessive information means that student 3 has violated from maxim of quantity

S: oh wait. so are playing my dad? oh what's up dad. I get you left mom is a mess. (5 MQT).

From the data above shows that there was a violation of the maxim of quantity carried out by S. Conveying things that exceed the limits of an information is already breaking from the maxim of quantity. S said the words were too much and exceeded what needed to be said so that people knew their parents had separated.

Student 3: and the guy playing the dad sucked. (6 MQT).

The data above shows that there was a violation of the maxim. This maxim of quantity violation was carried out by student 3 by conveying the words of the guy playing the dad sucked and that was very excessive information and ignored the information limit. Stating words that have exceeded the information limit and exaggerated means that it has violated the maxim of quantity.

O.R: yeah okay you know what i can say i think we're done here. here's some pamphlets, read them. i'm heading for the precinct house before i taze the lot of you. (7 MQT).

The data above shows that there was a violation of maxim of quantity. Upset because of the response from students that starts from a conversation that is not interconnected, then words that are not in accordance with the facts and also consist of words that exceed the students, so that O.R says something that does not need to be conveyed that violates the maxim of quantity.

c. Maxim of manner

Maxim of manner which is where a word must be clear or unambiguous. The actors of the Saturday Night Live Show violated the maxim of manner by saying that the statements made by the cast were unclear or ambiguous.. Then there was a violation of maxim of manner. The maxim of manner violations made by the cast on the Saturday Night Live Show involved three maxim of manner violations that supported from the data:

S: unofficial no title, but that seems pretty accurate, yeah. (1 MMA).

From the data above shows that there was a violation of the maxim of manner carried out by S. Said the words are ambiguous and the meaning was unclear. S says things that are unclear or ambiguous because they don't say clearly whether S a class leader or not. By conveying ambiguous or unclear words, S has violated maxim of manner.

S: okay, its S again. (2 MMA).

The data above shows that there was a violation of the maxim of manner. Saying something that is not clear when going to do a scenario with O.R that people do not know what the meaning and meaning of the words. With ambiguous or unclear words, S has violated the maxim of manner.

Student 3: and the guy playing the dad sucked. (3 MMA).

The data above shows that there was a violation of the maxim of manner carried out by the Student 3. When O.R asked whether there were students who could explain what was wrong from the scenario that had been shown in front of the class, and student 3 delivered words that were not clear in meaning. Saying

ambiguous words, not clear their meaning and confusing means that they have accepted an account of manner.

d. Maxim of Relation

Maxim of relations is maxim, where a word must be connected and so that there is a common perception between the speaker and listener, so the message to be conveyed can be understood well by the listener. So that there will be no misunderstanding.

The actors of the Saturday Night Live Show violated the maxim of relation by saying that the statements made by the cast were not connected between the speaker and listener. Then there was a violation of maxim of relation. The maxim of relation violations made by the cast on the Saturday Night Live Show involved thirteen maxim of relation violations that supported from the data:

O.R: uhhh.. well, we all like candy but, the question is what should you do?

S: whatever it takes to get that candy. (1 MRE).

The data above shows that there was a violations of maxim of relations conducted by S. Which has violated the maxim of relation when there was no connection with what is said by the OR about what will be done if there is a stranger parking in the school parking lot and the stranger is in a van, then don't take the candy if the stranger offers sweets. because of discomfort, S said anything was done to get the candy.

O.R: now, wait a minute! wait a minute wait a minute. the man..he says to you, that what you have to do is get into his van to have that candy. shalon: get in that van. (2 MRE).

The data shows that there was a violation of maxim of relation. This maxim of maxim was done because it was not connected to the context of the question from O.R who said what you did if there were strangers trying to offer candy and had to enter the van. S replied he would enter the van. From the answers that said entering into the van had violated maxim of relations because of the lack of discord between the speaker and listener. Where O.R said to not enter a van, foreigners who used to cheat kids with candy. S's answer is clearly not related to O.R's words and violates maxim of relations.

O.R: no no no no no no. I am sorry it is on me, it is on me. I should have clarified the man is a stranger. you do not know the man.
S : okay. so, than you go what is your name? I am shalon. where are you from? I am from orange country. everything checks out, then hop into that van and get candy. (3 MRE).

The data above shows that there was a violation of maxim of relations conducted by S. Violation carried out against maxim of relations when O.R said it would be a danger to foreigners, but because it has violated maxim of relations which means it does not connect with the context of the conversation. S think if there were strangers and then get acquainted. that person is no longer a stranger.

Student 1: ohhh.. i get it. so if you introduce yourself to a stranger, they are not a stranger anymore. (4 MRE).

The data above shows that there was a violation of the maxim of relations violated by the student 1. Violations are carried out when O.R says the danger of strangers and so do not want to if they invite you to speak and invite into the van by promising sweets. With the inconsistency of student 1 with the words of O.R, student 1 concludes that it is true that if there is a foreigner and after that he is acquainted with it, then it is no longer a stranger.

O.R: okay. so, shalon here is, uh, Clearly misinformed. but she sounds very confident, and that might be throwing some of the rest of you off. the bottom line guys, is that you should never, ever talk to stranger.
S: whoa whoa hold up. i can not talk to him? I mean, I am shilling in this dude's sweet van, eating all his candy, and i am supposed to just sit there in total silence? that is classic bad manners man. (5 MRE).

The data above shows that there was a violation of maxim of relation. Violations were carried out by S when O.R said he would be dangerous to foreigners. S violates maxim of relation because not connected to the context of O.R's words, S thinks if there are strangers and then meets. that person is no longer a stranger. Misunderstanding with the words O.R has violated the maxim of relation. With that discomfort S also blames O.R by saying that is classic bad manners man.

Student 2: yeah. that is disrespectful Officer Rosen. (6 MRE).

The data above shows that there was violation of maxim of relations made by student 2. The violation of the maxim of relations when O.R explains about the danger of strangers and never talks with strangers. Student 2 was wrong in responding to O.R words and says that is disrespectful.

Student 3: yeah you are mean sir. (7 MRE).

The data above shows that there was violation of maxim of relations conducted by student 3. misunderstood the meaning of O.R's words, so blame O.R and say you are bad sir. This occurs because of the lack of connection between student 3 and O.R, and this has violated maxim of relations.

S: Mr. O.R. let's back this thing up. there is candy involved huh? now for me

i am all about candy, and if all i have to do to get said candy is hang out in a van. i am now all about van. (8 MRE).

The data above shows that there was a maxim of relation done by S. It does not connect in response to the words O.R so it answers with the wrong answer from the context of the conversation. That happens because there is no connection between S and O.R in communicating, so there is a violation of maxim of relation.

Student 4: yes. shalon's right. i am starting to see vans in a whole new way now. do you know how much candy you can fit in a van? (9 MRE).

The data above shows that there was a violation of the maxim of relations conducted by student 4. There has been a violation of the maxim of relation because there is no connection in understanding when hearing O.R speak. From the lack of connection from this conversation, student 4 even got the wrong understanding from the results of the misunderstanding of this conversation.

Student 5: O.R? because of you when I grow up,I want to drive a van and pass out candy to kids. I love candy. (10 MRE).

The data above shows that there was a maxim violation of relations. Maxim of relations was violated by student 5 because of the lack of connection between student 5 and the person who talked to him. As a result of a misunderstanding in conversation, so student 5 has perceptions and dreams that are actually wrong.

O.R: S, we're gonna do a scenario. no candy in this one, and there is no vans either okay?

Student 4: no vans? woo i already hate this. (14 MRE).

The data above shows that there was a violation of the maxim of relations conducted by the maxim of relations because it has responded to the words of O.R with words that are not connected. O.R has clearly stated that this is only an example, but with the termination of the S4 which results in a different

perception, and it is impossible for the Officer to take the van to the class to give an example scenario..

Student 1: S interacting with her dad guys. (11 MRE).

The data above shows that there was violation of maxim of relations conducted by student 1. With the inconsistency of student 1, it is clear that O.R is not his father S, but because of his lack of cooperation, student 1 believes that O.R is S's father and this is caused by wrong perception due to lack of communication.

Student 4: be a man. and take responsibility for your child. (12 MRE).

The data above shows that there was a violation of the maxim of relations conducted by student 4. The violation occurred because student 4 did not understand the context of the conversation so he assumed that O.R was not responsible for recognizing S as the O.R's daughter, and this also happened because of the discrepancy of student 4 in communicating so that it caused a wrong perception.

O.R: she's not my damn child. now look, listen. can't anybody even name a single thing that was wrong with this scenario?

Student 4: ummm, let me think, there were no vans.

Student 2: and no candy.

Student 3: and the guy playing the dad sucked.

Student 4: yeah but shalon was awesome. (13 MRE).

The data above shows that there was a violation of maxim of relation. Violation of maxim of relation where the word becomes disconnected between speaker and listener. Student 4 answers O.R's questions with answers that are not related to O.R questions and certainly not the expected answers.

From the data above that there was a violation of maxim of relation between the emission done by student 2. The maxim of relation violation was

done because of the lack of connection between student 2 and O.R where O.R asked if anyone could mention what was wrong with the scenario played by O.R and S, and student 2 answered with an unimportant answer.

The above shows that there was violation of maxim of relations carried out by student 3. Violated maxim of relation because it gives words that have nothing to do with the context of the question from Officer Rosen. With words and people playing daddy sucked.

Student 3 also violated maxim of relation because student 3 presented words that had nothing to do with the context of the question from O.R. With the words and the guy playing the dad sucked.

2. The Reason of Violation of Maxim used by the cast on *Saturday Night Live*

The reason why the cast of Saturday Night Live used the violation of maxim. Because the actors knew that the concept of humor that seemed to have a special dimension that produced word play, irony, sarcasm, and contrasting speech in relation to the speaker about how linguistic elements dominated situation in delivering humor. So that it can describe humor by applying funny singularity theories to show the ways or mechanisms that lead to violations of maxim which can lead to the creation of humor. The cast must make and give a comedy or joke that brings pleasant laughter and feelings to the audience. the cast used style and words that contain jokes from humor both from funny words or funny moves from the cast.

If the actor uses standard words or is normal like a normal person speaks, then the audience or guests on Saturday Night Live will not laugh and be entertained. Because monotonous conversations will be very boring and there will be no sense of jokes that will invite laughter there. This can cause the Saturday Night Live program to assume a bad humor program.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, conclusion can be stated as the following:

1. In the Saturday Night Live show program there were four violations of the maxim. Maxim of quality, maxim of quantity, maxim of manner, maxim of relation. the actors used the ways in which the maxim is violated to create humor, and shows how improper use of language can create humor.
2. The kinds of violations of the maxim that were violated by the Saturday Night Live cast that were most often violated were maxim of relations. In all the conversations on Saturday Night Live episode of Stranger awareness, the cast violated by saying the words that were made up were also not true and not in accordance with the facts that happened, conveying information that exceeded the limit or excessive in conveying an information, conveying ambiguous words and also conversations that do not connect between the speaker and listener.
3. The reason why the cast of Saturday Night Live used the violation of maxim. Because the actors knew that the concept of humor that seemed to have a special dimension that produced word play, irony, sarcasm, ability, and contrasting speech in relation to the speaker about how linguistic elements dominated situation in delivering humor. So that it can describe humor by

applying funny singularity theories to show the ways or mechanisms that lead to violations of maxim which can lead to the creation of humor.

B. Suggestion

Having finished of this research, the research would like to suggest the following :

1. Researchers suggest that readers who are interested in learning about maxim violations and who want to know more about the types of principles of cooperation needed in communicating there are four types called maxim of quality, quantity, manner, relation.
2. Researchers suggest that English students especially to learn about maxim violations, understand about cooperative principle and also violations of maxim violations can help you to speak and communicate well with others. So, you can adapt to the principles or basic principles of collaboration in communication. So that others can enjoy and understand well when talking to you. This can also contribute to English learners.
3. Lastly, I hope that this research can help other researchers to learn the principles of collaboration in communication and violations of maxim, and the researcher also realizes that this research is still not perfect, researchers receive advice from other researchers, readers and other students to analyze the principles of cooperation in communicate and breach of this maxim is better.

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